

# STANDARDS AND QUALITY REPORT 2021/22

## CANNICH BRIDGE PRIMARY SCHOOL



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HIGHLAND COUNCIL | CANNICH, INVERNESS-SHIRE, IV47LN

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

### Our School/Cluster/ASG (Delete as required)

Cannich Bridge Primary is a small, rural primary school and nursery located at the foot of Glen Affric. It serves the villages of Cannich and Tomich. Our school roll for session 2021/22 was 33 children in the primary school and 5 in the nursery. During this session, we had two classes in the primary school P1/2/3 and a P4/5/6/7. Around 1/3 of our children were transported in from the surrounding rural area with the rest living in the local vicinity. This session Mrs Graham and Mrs Smart taught P1/2/3. Mrs Reynard continued to teach the senior class of P4/5/6/7.

The main driver for our curriculum is the local area and community and we use this to support our learning across the curriculum. All staff know the children and their families very well and are extremely committed to the school, pupils and their own professional development. Within the school and nursery 45% of the pupils have some additional support needs with 8 children registered at level 3 or 4. Parental and community support in the school is high and they take an active role in supporting school events and learning. We continue to work closely with our other associated primary schools - Balnain Primary and Glenurquhart Primary and with Glenurquhart High School. Our attendance data is very high and we have had no exclusions this session.

### Our School Vision, Values and Aims

Our Shared Vision is:

At Cannich Bridge Primary we make full use of the beautiful, natural surroundings and community; to provide an environment where the children will be happy, nurtured individuals, who are achieving and will make a valuable contribution to the wider world.

Our Values are that we are:

Caring  
Brave  
People achieving  
Success

Our School Motto is:



### Our Nursery and School Aims are:

- To raise attainment by providing a broad, relevant, balanced curriculum which is coherent, challenging and progressive in line with national and authority guidelines.
- To offer a wide range of learning experiences within a safe and nurturing environment, where the children are supported to achieve their potential; being motivated to learn encouraged to recognise and be proud of their own achievements both within and out with school and nursery.
- To enable children to be global citizens through raising awareness of sustainable issues, global goals and respect for others.
- To provide opportunities and encourage children to be creative, innovative and enterprising.
- To ensure equal opportunities for all in an atmosphere of tolerance and fairness in accordance with current legislation including the United Nations Convention on the Rights of the Child and the principles of 'Getting it Right for Every Child' ie that every child needs to be safe, healthy, achieving, nurtured active respected, responsible and included.
- To engage in partnerships with pupils, parents, other professionals and the wider community to support the curriculum, develop skills and ensure children are achieving their full potential.
- To encourage and support staff in ongoing professional development and encourage them to value their skills by building a strong team and encouraging leadership at every level, led by the head teacher, which works effectively towards the success of the whole school.
- To promote a healthy lifestyle encouraging children, staff and families to understand the importance of improving their health and wellbeing so that they can achieve a better quality of life.
- To foster in children a pride in their nursery/school and feelings of belonging, responsibility and ownership for the school, local community and their environment.
- To create opportunities for children to make decisions which will have an impact on their education, allowing them to become reflective, independent learners who will have a clear understanding of where they are in their learning, their next steps and to view learning as a lifelong experience.
- To offer all children a wide range of activities and experiences which will allow them to develop skills for learning, life and work.
- To enable children to be responsible, digitally literate citizens who are prepared for technological and digital future.

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

### • Relationships

*Our school is welcoming and we are a big part of our community.*

*All the staff are really nice to us.*

*We help each other to behave appropriately. (buddies)*

*Friends support each other and staff too. School staff and families have good relationships.*

*We are a small school, and everyone has a role in this school and we all know each other and we are all friends and work together.*

*We all work happily together.*

### • Equality and Diversity

*We got our silver rights respecting school award and we all know our rights and responsibilities.*

*We all get help by what our needs are and the teachers include everyone and make them feel good and included.*

*We all worked together to make a new equalities and diversity policy.*

### • Health and Wellbeing

*We use emotion works to understand why we feel the way we do.*

*We have daily check ins and talk about how we are feeling.*

*We have talked about Covid and how we are feeling about that.*

*We can speak to staff about how we are feeling about things like our work - if we are worried about things and they will help us.*

*Our community gave us money to get art and drama specialists to help us with our feelings about covid and being back at school.*

### • Learning and Teaching

*We are involved in planning our learning e.g. teachers asking us and taking our answers into account i.e. reading book choices*

*Our efforts are recognised by the staff and they are encouraging.*

*The teachers helped us when we found things we didn't understand from the lockdown learning.*

*We all got chrome books to take home to do our learning on and we use them in class now as they worked so well at home.*

### Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- The P4-7 class identified that they would like to learn using some of the play resources from p1-3
- Now that Covid restrictions have been lifted they would like the pupil groups to be reintroduced more fully.
- More feedback on work.

### Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

#### Improvement Project 1:

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** *Health and Wellbeing of pupils*

**Progress and impact:** This plan was linked to the National Improvement Framework priority areas of improving children and young people's health and wellbeing, improving children's attainment, particularly in literacy and numeracy and very good progress was made in this area. Our continued use of our wellbeing indicators wheel questionnaire and our good relationships with our pupils helped us to establish the areas where children and staff needed support. We completed our Silver Rights Respecting School Award and began to re-establish the pupil voice in our school. Parents, pupils and staff all worked together to complete and update our Equality and Diversity policy to ensure we have a shared understanding equality and diversity in Cannich Bridge Primary. As we had no pupils who were directly linked to the PEF funding, we received we used some of the money to purchase the Emotion works programme in order to embed emotional literacy across the school from nursery to P7. This has, in particular, allowed pupils to have a better understanding of how their emotions work and how to regulate them. All the primary schools in our ASG are using this resource and it will help all pupils as they transition up to Glenurquhart High School. We were very fortunate that through Strathglass community funding we were able to have drama and art specialists work with the children through the mediums of art and drama in smaller groups to allow children time to discuss and act out emotions and express themselves through art. This also allowed the class teacher time to work with other parts of the class and have more 1-1 time where needed.

**Next steps:**

- Review and update our Health and Wellbeing programme in line with updated Relationships and Sexual Health(RSHP) programme and guidance.
- Continue with programmes which are having a positive impact on health and wellbeing.
- Continue with Rights Respecting Schools journey to Gold.

## Improvement Project 2:

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** Recovery of learning, teaching and assessment

**Progress and impact:** This plan was linked to the National Improvement Framework priority area of improving children's attainment, particularly in literacy and numeracy and very good progress was made in this area. As we had no pupils who were directly linked to the PEF funding we received, we used some of the money to purchase:

- ❖ Fine motor development resources for Nursery and Primary One to build up muscles for pencil control and hand eye co-ordination – an area we felt needed support.
- ❖ Word building and spelling resources to help support pupils with gaps in this area.
- ❖ Second level maths games to promote engagement in maths targeting areas needing more support.
- ❖ Resources to support numeracy outdoors

We have re-established 1+2 languages with the reintroduction of French throughout the school and Gaelic in the P4-7 class ensuring all children receive their 1+2 entitlement but there has been slow progress made this session as we have prioritised Literacy and numeracy and closing gaps. We have revisited our vision, values and aims this session with all stakeholders contributing to these. We had very positive reviews of the See Saw App from parents as a tool to show progress and as a discussion point for parents to use with their child. Children have also reported how much they like it to show their parents their work/creations. Staff have also found it to be a useful tool to gain parental feedback and as a way of sharing learning. All teaching staff engaged with the new General Teaching Council for Scotland (GTCS) standards for teachers and leaders and considered how these are reflected in their practice. We have reviewed and constructed a new cyclical plan to take into account our new classing structure of 2 classes rather than 3. This has allowed us to ensure that we have breadth, coherence, relevance, depth and progression in our curriculum. The way it will be delivered will ensure pupils have personalisation and choice, challenge and enjoyment.

### Next steps:

- To further work on our learning through play and create a play strategy.
- Continue to establish the languages entitlement
- Continue to audit parental engagement and how to ensure parents feel valued partners in their children's learning.
- To use cyclical plan and review to ensure it meets our needs.

### Improvement Project 3:

**Primary focus:** Performance Information

**Year of Project:** 1

**Purpose:** Attainment - focussing on identifying new or widened gaps caused by the Covid-19 situation

**Progress and impact:**

This plan was linked to the National Improvement Framework priority area of improving children's attainment, particularly in literacy and numeracy and very good progress was made in this area. Formative and Summative assessments were used effectively to establish new baselines and gaps and to show progress being made through-out the session. Moderation across the ASG and beyond including benchmarks and ASG progression pathways, helped to ensure teacher judgements and expectations were accurate. Learning conversations and reviews helped to set targets which ensured pupils and parents were involved and informed along with use of 'See Saw' and profiles to share progress. Strategies were put into place using extra teacher and PSA government funded time to support closing gaps along with effective classroom teaching.

**Next steps:**

- To continue to build on our moderation and assessment knowledge and use of different assessment approaches and resources.
- To continue to support pupils in closing any remaining gaps.



## Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<b>Leadership of Change</b>	1.3 Very good
<b>Learning, teaching and assessment</b>	2.3 Good
<b>Ensuring wellbeing, equality and inclusion</b>	3.1 Very good
<b>Raising attainment and achievement</b>	3.2 Very good

Our children and young people believe we have made the following progress this session:

<b>Theme 1</b> <b>Our relationships</b>	Very good
<b>Theme 2</b> <b>Our learning and teaching</b>	Very good
<b>Theme 3</b> <b>Our school and community</b>	Very good
<b>Theme 4</b> <b>Our health and wellbeing</b>	Very good
<b>Theme 5</b> <b>Our successes and achievements</b>	Very good

Our overall evaluation of our school's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

## Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.